School of Teacher Education Bylaws
College of Education
Florida State University

Adopted April 3, 2015, by a quorum of voting Faculty
Amended December 2, 2016, by a quorum of voting Faculty
Amended December 11, 2019, by a quorum of voting Faculty
Amended June 9, 2020, by a quorum of voting Faculty
Amended Sept 10, 2020, by a quorum of voting Faculty
Amended Nov 1, 2020, by a quorum of voting Faculty
Amended Apr 7, 2021, by a quorum of voting Faculty
Amended Aug 18, 2021, by a quorum of voting Faculty

Purpose and Scope of the Bylaws: The Bylaws of the School of Teacher Education serve as guiding statements over time. These Bylaws guide decision-making processes related to local governance of the School of Teacher Education, which must be in compliance with Bylaws of the College of Education, the Florida State University Faculty Handbook, and The United Faculty of Florida Collective Bargaining Agreement.

Name and Mission of the Organization	**Article I: Name and Mission of the Organization** Section I.1. The name of this organization is the School of Teacher Education of the College of Education at Florida State University. "School" hereafter refers to the School of Teacher Education. Section I.2. Our mission is to provide exemplary leadership both within and beyond traditional school settings. The School supports scholarship, professional practice, and professional development of its Faculty members as they engage in scholarship, teaching and learning, and service.
Purpose of the Bylaws	**Article II: Purpose of the Bylaws** These Bylaws are created to assist in the effective and efficient faculty governance of the School at Florida State University. These Bylaws are subject to the higher authority of regulations adopted by Florida State University and statutes adopted by the Florida legislature. These Bylaws shall be in accord with the Bylaws of the College of Education.
Definitions Faculty	**Article III: Definitions** Section III.1. Faculty – Specialized Faculty with an appointment of 50% or more in the School of Teacher Education and Faculty who are tenured or tenure-earning with their tenure home in the School of Teacher Education.
Voting Faculty	Section III.2. Voting Faculty – All Faculty in the bargaining unit as defined above, with the following exceptions: only tenured Faculty will vote on issues concerning tenure and promotion of non-Specialized Faculty and only tenured Faculty will vote

Quorum	on Emeritus status. Faculty holding courtesy or visiting appointments are not a part of the Voting Faculty.

Section III.3. For all issues except for an issue of tenure, a quorum will consist of the majority of Voting Faculty. For issues pertaining to tenure, a quorum will consist of the majority of tenured Voting Faculty. In either case, a majority is more than half of the Voting Faculty. |
| Secret Ballot | Section III.4. A secret ballot may take the form of a physical paper ballot or an electronic ballot (e.g., via Qualtrics or an alternative tool approved by the University). In order for an electronic ballot to be considered secret, it must be constructed so that votes of respondents are anonymous, each respondent can vote only once, and completion of voting is not recorded. The process for secret ballot voting must provide an opportunity for all Voting Faculty to cast a vote. |
| Implementation and Amendment of the Bylaws | **Article IV: Implementation and Amendment of the Bylaws**

Section IV.1. Each member of the Faculty shall be given a copy of the Bylaws. All pages shall be numbered and dated. The Director shall ensure that a current copy of the Bylaws is posted on the School SharePoint site and provided to the Florida State University Office of Faculty Development and Advancement.

Section IV.2. All Faculty associated with the School are professionally and ethically obligated to adhere to the spirit, policies, and procedures set forth in these Bylaws. |
| Review of the Bylaws | Section IV.3. In Fall Semester of every year ending in a 4 or a 9, an Ad Hoc Committee of at least three Faculty shall be formed as specified in Section VII.14. This Committee will review and update the Bylaws of the School with input provided by Faculty. At the first Spring Semester Faculty Meeting, proposed amendments shall be presented for discussion. Final voting on the proposed amendment(s) will be completed by secret ballot two weeks after the discussion. A two-thirds vote of the Voting Faculty is needed in order to adopt the amendment(s). |
| Amending the Bylaws | Section IV.4. An amendment to the Bylaws may be proposed at any time by placing it on the Faculty Meeting agenda, but discussion of the same must be approved by a quorum of the School Voting Faculty. Notice of the discussion must be provided to Faculty at least seven calendar days prior to the Faculty Meeting. This discussion may take place in a regularly-scheduled Faculty Meeting or in a Faculty Meeting called for the purpose of discussing the amendment. The vote shall be by secret ballot completed two weeks after the discussion. |

Business of the Organization	**Article V: Business of the Organization** Section V.1. The business of the School Voting Faculty shall include, but shall not be limited to, the following: • govern the School according to the School Bylaws; • approve amendments to School Bylaws; • adopt, delete, and/or modify policies (which are maintained by the School Director on a central, University-approved location made available to Faculty, e.g., SharePoint); • receive and discuss reports from representatives on School, College of Education, and Florida State University Committees and to take appropriate actions; • receive and discuss reports (including budget reports) from the Director and Staff; and • participate in and make recommendations regarding School reorganization, realignment of Programs, and other changes in the purpose and functioning of the School.
Faculty Meetings	Section V.2. Meetings of the Faculty will be scheduled for the academic year within the first two weeks of the Fall Semester. The first Faculty Meeting will be scheduled by the Director. The Advisory Committee will present a schedule for remaining Faculty Meetings throughout the year for approval by Faculty.
Order of Business	Section V.3. The first order of business at each Faculty Meeting shall be the disposition of the minutes of the preceding Faculty Meeting. A report by the Director of all School-level budgets (e.g., School, Sponsored Research and Development Funds, Foundation, Auxiliary, Distance Learning) will occur at each Faculty Meeting. The budget reports will consist of a report of initial allocations and rationales, expenditures to date, and projected expenditures.
Recording Secretary	Section V.4. The Director will designate someone from the Staff to serve as the Recording Secretary at all School Faculty Meetings. The Recording Secretary, or a designee, shall post the minutes on the School SharePoint site within one week of the Faculty Meeting and announce their availability by e-mail immediately after the minutes have been posted.
Presider and Parliamentarian	Section V.5. During the first Faculty Meeting of each academic year, the Voting Faculty shall elect a member from the Voting Faculty to serve as the Presider and another member of the Voting Faculty to serve as the Parliamentarian at all School Faculty Meetings. Both will serve during the Fall Semester in which they were elected and the subsequent Spring and Summer Semesters. The Presider and the Parliamentarian shall not be the Director. In the event that the Presider or Parliamentarian will be absent from a School Faculty Meeting, the Presider and/or Parliamentarian will appoint a substitute to assume their role at the Meeting they are unable to attend.
Parliamentary Authority	Section V.6. The parliamentary authority shall be *Sturgis Rules of Order*, latest edition. The School shall provide the Parliamentarian and the Presider the latest edition of *Sturgis Rules of Order*.

Announcement of Meetings	<u>Section V.7</u>. The Presider, or his/her designee, shall announce Faculty Meetings by memo and/or e-mail at least two weeks in advance to solicit agenda items. A tentative agenda will be sent out one week before the Faculty Meeting and further agenda items will be solicited from the Faculty before the final agenda is sent out at least 24 hours before the Faculty Meeting. Items may be added to the agenda at the Faculty Meeting by a request of any member of the Voting Faculty and approved by a quorum of the Faculty.
Call for Special Meetings	<u>Section V.8</u>. A call for special Faculty Meetings shall be made directly to the Director by the submission of a written request from a member of the Voting Faculty to the Director. Upon receipt of a written request, the Director shall schedule the special Faculty Meeting within two weeks of the request.
Emergency Decisions	<u>Section V.9</u>. Emergency decisions may be made by the Voting Faculty during the Summer Semester on the condition that all Faculty are notified and one-fourth of the Voting Faculty are available to meet and discuss the issue. Decisions made during the Summer Semester will be terminated at the end of the Summer Semester and will be introduced for reconsideration by the full Voting Faculty at the first Faculty Meeting of the subsequent Fall Semester. Within 24 hours of the emergency Summer Faculty Meeting, the Director will inform all Faculty of the decisions made in the emergency Faculty Meeting.
Roles	**Article VI. Positions and Roles Within the School**
Director's Duties	<u>Section VI.1</u>.a The Director reports and is directly accountable to the Dean of the College of Education (who evaluates the performance of the Director). Primary responsibilities of the Director include assigning Assignment of Responsibilities (AORs) and evaluating Faculty in the School. Faculty view the following duties of the Director as of central importance to the School: - assuring equity in assignments as specified on Annual Assignments of Responsibility, including committee and other service assignments; - allocating resources (e.g., assistantships, adjunct appointments, capital outlay, expense funds) in an equitable and transparent manner across Majors, Programs, and Faculty; - maintaining the Bylaws and policies of the School on a central, University-approved location made available to Faculty, e.g., SharePoint; - adhering to and enforcing policies and Bylaws therein; - overseeing Committee efforts, activities, and participation as appropriate; - processing appointments for graduate Faculty status in accordance with the current Florida State University Faculty Handbook, Collective Bargaining Agreement between the Florida State University Board of Trustees and the United Faculty of Florida, the College of Education Policies and Procedures Manual, and the School policies; - providing written reports for Faculty reviews; - processing votes for Emeritus Faculty;

	• publishing a list each year of Faculty and their Committee and/or organization responsibilities after the procedures established in the Bylaws to identify Committee membership have been followed; and • overseeing the writing of a report that responds to areas identified by the School Advisory Committee whereby an annual record of activities of the School is documented to provide information for School leadership and/or programs.
Director's Term of Office	Section VI.1.b The Director's term of office is three years, renewable for three years by a vote of two-thirds of the Voting Faculty and the support of the Dean. If the Director does not receive both the necessary two-thirds vote for continuation and the support of the Dean, then the procedure for selecting a Director as specified in the College of Education and School Bylaws (Section VI.1.c) will be initiated. The current Director may be a candidate for the position.
Vacancy of the Director	Section VI.1.c When a vacancy of the Director position occurs or is anticipated, an Ad Hoc Committee shall be formed (as specified in Section VII.14) to develop a plan for replacement of the Director and then meet with the Dean of the College of Education to discuss the plan. At least one member of the School Advisory Committee will serve on the Ad Hoc Committee.
Recall or Vote of No Confidence	Section VI.1.d Any five members of the Voting Faculty may at any time initiate a petition asking for a vote of no confidence for the Director. The petition will be forwarded to the School Advisory Committee. Upon receipt of the petition, the Advisory Committee will submit a secret ballot to the Voting Faculty within two weeks of the request. Upon a two-thirds vote of no confidence in the School in the Director's administrative performance by Voting Faculty in the School and the direction of the Dean, a search shall be initiated under the provisions consistent with the School and College of Education Bylaws.
School of Teacher Education Coordinator	Section VI.2. The School of Teacher Education Coordinator acts on behalf of and is accountable to the School Director. The School of Teacher Education Coordinator's primary responsibility is to manage the academic and administrative function of and interactions among the disciplinary units and degree Programs in the School; a full description of the Coordinator's roles and responsibilities is available on SharePoint. The Coordinator's position is filled and renewed in the same way as other Specialized Faculty positions.
Associate Director of the School	Section VI.3.The Associate Director acts on behalf of and is accountable to the School of Teacher Education Director. The primary responsibility of the Associate Director is to oversee non-certification graduate programs in the School; a full description of the Associate Director's roles and responsibilities is available on SharePoint.
Term and Selection of the Associate Director	Term and Selection of the Associate Director. Each Associate Director will serve a term of two (2) years. In the second year, the Director will solicit volunteers for the next Associate Director; the Associate Director will be selected by the Director in consultation with Faculty, the School Advisory Committee, and the Dean of the College of Education.

Program Leaders	Section VI.4. Program Leaders shall serve in a leadership position facilitating the operation of each degree-awarding and/or teacher preparation academic Program in the School. The Program Leaders coordinate all decision-making and activity among students, Staff, Faculty, and Other Personnel Services (OPS) employees assigned to the Program. Responsibilities of the Program Leader generally include: • coordinating activity and correspondence between the Program and the Director, the College of Education Dean's office, and Office of Academic Services and Intern Support (OASIS); • monitoring and managing curriculum, courses, field experiences, and instruction in the academic Program; • advising and mentoring incoming, current, and alumni students; • actively participating in recruitment efforts; and • assisting with graduate assistant appointments.
Committees	**Article VII. Committees**
Determination of Committee Membership	Section VII.1. Prior to the development of the Assignment of Responsibilities, the Director shall solicit volunteers during a Faculty Meeting to serve on standing Committees as identified in Article IX.2. Also before the development of Annual Responsibilities of Assignments, the Director will inform Faculty of vacancies on Committees for which membership is determined by election as identified in Article IX.2.
Standing Committees	Section VII.2. Standing Committees of the School are as follows: Committees whose representative is determined by Program or Major: 1. Student Affairs Committee 2. Graduate Studies Committee 3. Online Graduate Programs Committee Committees whose representative is elected by the School: 4. Advisory Committee 5. Promotion and Tenure Committee 6. Annual Evaluation and Merit Committee 7. Curriculum Committee Appointed Committee: 8. Technology Committee
Student Affairs Committee	Section VII.3. Student Affairs Committee. The Student Affairs Committee will be responsible for promoting a culture of high standards for students within the School. Responsibilities include recruitment, retention, community relations, and grade appeals as needed. This includes organization of the School's monthly colloquium series. This may involve selection of students for School-wide scholarships,

	fellowships and awards; and identification of students for both internal and external awards and recognitions (excluding doctoral support packages and graduate tuition waivers). When needed, the Committee will advise the Director regarding strategies for student retention. The Committee will also work to promote and maintain positive relations with public school systems and other educational programs in the areas surrounding Florida State University in relation to combined degree programs and research. Three members of the Committee will be selected to serve on the School Grade Appeals Screening Committee as needed. These members will be selected by a process in which the Chair of the Committee solicits volunteers and selects from among those who will serve.
Graduate Studies Committee	Section VII.4. Graduate Studies Committee. The Graduate Studies Committee will be responsible for curricular and student issues related to graduate programs. The Graduate Studies Committee will, in coordination with Program Faculty, develop admission procedures. The Committee will be responsible for doctoral admissions and for student appeals related to doctoral programs. In addition, the Graduate Studies Committee will be responsible for developing policies related to doctoral courses (scheduling, identifying and developing new courses), awarding School graduate financial aid (including Extended Support Packages), and degree requirements.
Online Graduate Programs Committee	Section VII.5. Online Graduate Programs Committee. The Online Graduate Programs Committee will be responsible for cross-course curricular alignment and student issues related to approved online programs. (Note this committee does not review course syllabi for approval for any courses, as that is handled by the Curriculum Committee.) Faculty members on the Online Graduate Programs Committee will include one representative from each approved online Major. Faculty teaching core courses should be represented. The Online Graduate Programs Committee, in coordination with Program Faculty, develop and/or monitor admission criteria, ensure quality of core courses, monitor recruitment, admission and retention, plan two-year course offerings, and advise on use of budgets generated by online fees. The Committee will also be responsible for responding to issues related to online learning from the University Distance Learning Committee and the University Graduate Policy Committee.
Advisory Committee	Section VII. 6. Advisory Committee. An Advisory Committee consisting of Faculty elected by the Voting Faculty. Committee composition will be one (1) Specialized Faculty, one (1) Assistant Professor, one (1) Associate Professor, and two (2) Full Professors. The Committee will advise the Director in relation to issues of academic, budget, curriculum, personnel, policy, staffing, and/or student issues. The Advisory Committee shall function as an advisory body, and make recommendations for School policy to the Director based on Faculty input. It shall have as its charge the welfare of the School. The Chair of the Advisory Committee will be elected by Voting Faculty. The election by secret ballot will take place during the first Faculty Meeting of each Fall Semester. The Chair of the Advisory Committee or the Director may call Meetings; however,

	it is the responsibility of the Chair of the Advisory Committee to call a minimum of two Meetings per semester. Minutes of the Advisory Committee Meetings shall be posted to the School SharePoint site within one week of the Meeting. The Advisory Committee shall organize, monitor, and tabulate the results of all elections and shall report results of elections to the Faculty. Each spring semester, the Advisory Committee will solicit feedback from the Faculty and Staff on the Director's performance for the academic year. The Advisory Committee Chair will compile the feedback and share it with the Director.
Promotion and Tenure Committee	Section VII.7. Promotion and Tenure Committee. All members of the Promotion and Tenure Committee shall be tenured Faculty and elected by a quorum of Voting Faculty of the School by secret ballot. The membership of the Promotion and Tenure Committee will be, at a minimum, equal to one Faculty member for each ten Voting Faculty members. This number is exclusive of the Director. The Promotion and Tenure Committee shall choose a Chair and Co-Chair. The Chair and Co-Chair of the Committee shall serve as the representatives on the College of Education Promotion and Tenure Committee. The Promotion and Tenure Committee shall carry out promotion and tenure deliberations in accordance with School, College of Education, and Florida State University guidelines for tenure-earning, tenured, and Specialized Faculty. The Committee is responsible for conducting third-year reviews of tenure-earning Faculty and for reviewing and considering candidates for tenure and/or promotion. The Promotion and Tenure Committee will review and update, if necessary, the School Promotion and Tenure guidelines each year. A vote of a quorum of the Voting Faculty shall be required for changes in the promotion and tenure criteria. The vote will be conducted by the Chair of the Promotion and Tenure Committee and will be by secret ballot. The Director will assure that current promotion and tenure criteria are posted on the School SharePoint site.
Annual Evaluation and Merit Committee	Section VII.8. Annual Evaluation and Merit Committee. Five members of the Voting Faculty (one of whom must be Specialized Faculty) will be elected by a quorum of the Voting Faculty by secret ballot to serve on the Annual Evaluation and Merit Committee. The election is to be conducted before the development of the required Annual Assignment of Responsibilities draft of each year. Members of the Annual Evaluation and Merit Committee will not be eligible to serve more than two consecutive terms. The Annual Evaluation and Merit Committee shall establish criteria for evaluation of School Faculty (i.e., tenure-earning, tenured, and Specialized Faculty) with input

	from the Voting Faculty. Criteria for evaluation established by the Committee shall be in accord with the Florida State University policies and will evaluate teaching, service, and/or scholarly activity with consideration for the Assignment of Responsibilities percentages in each area. The Annual Evaluation and Merit Committee will conduct annual evaluations of all Faculty. The evaluation process will result in recommendations for merit pay and/or discretionary pay decisions and will serve to inform the Director of the Committee's perspective of a Faculty member's contributions to the School. Each Faculty member will be informed in writing by the Annual Evaluation and Merit Committee of his/her scores on teaching, scholarship, and/or service and justification for the scores that are shared with the Director. Evaluation data will be forwarded in writing to the Director and included as part of the required annual Faculty evaluation process, including letters (i.e., progress toward promotion and/or tenure and annual evaluation). The Director will assure that procedures for conducting annual evaluations, including the process for merit pay recommendations, are posted on the School SharePoint site. Faculty involvement in the sustained performance evaluation process will be conducted in accordance with University policy and the Collective Bargaining Agreement.
Curriculum Committee	Section VII.9. Curriculum Committee. The Curriculum Committee is responsible for all matters in the School that relate to curricular issues as mandated by University committees (e.g., course approval, common course numbering, University curriculum issues, distance learning, library, honors programs).
Technology Committee	Section VII.10. Technology Committee. The Technology Committee will be responsive to technology needs of the School and advise the Director on a technology plan and purchases as related to Faculty welfare. In addition, the Committee will organize and approve the School's submissions for Florida State University, College of Education, and School technology fund applications. The Chair will serve on the College Technology Committee.
Terms of Committee Assignment	Section VII.11. Committee members serve three-year terms beginning in the Fall Semester immediately following their appointment or election.
Committee Decisions	Section VII.12. Decisions of the Annual Evaluation and Merit and of the Curriculum Committees are the responsibility of Faculty members.
Committee Membership	Section VII.13. Unless specified otherwise in these Bylaws, each Committee shall have a minimum of five members. Each Committee shall be representative of the academic diversity of the School. The Chair of each Committee will be determined

Ad Hoc Committee Formation	by Committee membership, unless otherwise specified in the Bylaws. If elected, a Faculty member may choose to decline to serve on an elected Committee; in this instance, the Faculty member receiving the second largest number of votes will be asked to serve. Section VII.14. Ad Hoc Committees will be formed in the School only when existing Committees as described in the School's Bylaws cannot fulfill the purpose(s) of the proposed Ad Hoc Committee. The Director, in consultation with the Advisory Committee, is responsible for the formation of Ad Hoc Committees. Prior to the formation of an Ad Hoc Committee, the Director will consult with the Advisory Committee to determine if an existing School Committee is appropriate to fulfill the purpose of the proposed Ad Hoc Committee. If it is determined that the Ad Hoc Committee is needed, the Director will inform all School Faculty of the formation of the Ad Hoc Committee and solicit volunteers to serve on the Ad Hoc Committee. The Ad Hoc Committee will be disbanded when it has fulfilled its assigned purpose.
College of Education and University Committees Mid-Term Committee Vacancies	Section VII.15. Assignments to College of Education- and University-level Committees, including Faculty Senate, will be made in accordance with College of Education and Florida State University policies and procedures. Section VII.16. When a mid-term vacancy occurs in a Committee whose members are elected, a Faculty member will be elected by secret ballot to fill the vacancy for the remainder of the term. When a mid-term vacancy occurs in Committees whose membership is appointed, a Faculty member will be appointed to fill the vacancy for the remainder of the term. This policy will apply only if the Committee will meet during the remainder of the term being filled.
Policies and Procedures	**Article VIII. Policies and Procedures** Section VIII.1. The Director will ensure that current School policies and procedures are posted to the School SharePoint site. Historical documents should be clearly identified and maintained in the same location for reference. Section VIII.2. School policies and procedures may be added, deleted, or modified by a majority vote of the Voting Faculty. Section VIII.3. The Director, or Director's designee, will review the School's SharePoint site annually to assure that all materials are current. Section VIII.4. FSU Substantive Change Policy: Faculty and Staff members are expected to be familiar with and follow the Florida State University Substantive Change Policy as found on the University web site https://sacs.fsu.edu/substantive-change-policy/.

	Section VIII.5. Unit reorganization. There are times when it is necessary to reorganize units within the College of Education or Florida State University by combining, creating, or removing Majors and/or Programs. When such reorganization impacts Majors or Programs within the School, all Faculty will have verbal and written input into any changes in unit reorganization before any such reorganization takes place. The School Advisory Committee will collect this input as well as the results of a vote from Faculty and present it to the appropriate administrators (those overseeing the reorganizational effort). Section VIII. Faculty recruitment. The Director shall recommend to the College of Education Dean a Search Committee to handle the business of recruiting Faculty vacancies when they are announced. a. Whenever possible, the Chair of a Search Committee for a tenure-track faculty member should be a tenured Faculty member, and the Chair of a search for a Specialized Faculty member should be a senior Specialized Faculty member. b. Whenever possible and appropriate, the Committee should be representative of Faculty from all ranks. Suggested Committee composition: 　i. Three (3) Faculty members. In the case of searches for tenure-track Faculty, two or three of these should be tenured or tenure-track Faculty, one of whom is from outside the School. In the case of searches for Specialized Faculty, two of these should be Specialized faculty. Representation from within the Program in which the new Faculty member will be associated is a high priority when selecting these Faculty members. Searches involving joint appointments will be modified appropriately. 　ii. One (1) graduate student member (non-voting). 　iii. One (1) School Staff (non-voting) to assist with administrative tasks. c. The Search Committee Chair is responsible for coordinating the activities of the Committee and for making sure that School, College of Education, and Florida State University policies are followed. The recommendations of the Committee (that are informed by Faculty and student votes on suitability of all candidates who visited campus) will serve to advise the Director and College of Education Dean in regards to the Faculty's preference.
Summer Appointments	**Article IX. Summer Appointments** Summer assignments will be made in accordance with the current Florida State University Faculty Handbook, Collective Bargaining Agreement Between the Florida State University Board of Trustees and the United Faculty of Florida, College of Education Policies And Procedures Manual, and School policies.

Amended December 2, 2016, by a quorum of voting Faculty
> *The STE Bylaws were amended to clarify how mid-term committee vacancies should be handled; there were also some slight reconfigurations made to how Student Life, Scholarships, and Recruitment work is distributed across committees.*

Amended December 11, 2019, by a quorum of voting Faculty
> *Bylaws were updated to reflect the shift back to 3rd year reviews from 2nd and 4th year reviews by the Promotion and Tenure Committee.*

Amended June 9, 2020, by a quorum of voting Faculty
> *The STE Bylaws state an ad hoc committee should be formed every 5 years for the purpose of updating the Bylaws. These are the main updates made under the guidance of that committee, and included the following substantive changes:*
> - ***Article III: Definitions*** *[changes to this article include an amendment of the definition of secret ballot to clarify suitable options for electronic voting]*
> - ***Article VI: Positions and Roles Within the School*** *[changes include updates related to the Director, and descriptions of the roles of the STE Coordinator, Associate Director of Graduate Programs, and Program Leaders]*
> - ***Article VII: Committees*** *[changes include updated description of how committee membership is determined, and updated/streamlined list and description of standing committees]*
> - ***Editorial and organizational changes***

Amended Sept 10, 2020, by a quorum of voting Faculty
> *This amendment was made to bring Bylaws into compliance with university requirements (https://fda.fsu.edu/quicklinks/college-and-department-bylaws). The changes consisted of addition of language for faculty involvement in sustained performance evaluation (last paragraph in IX.8), unit reorganization (X.5), faculty recruitment (X.6), and a statement of the FSU Substantive Change Policy (X.4). There was also an edit to the description of the roles of the Coordinator and Associate Director to bring evaluation processes in alignment with the Collective Bargaining Agreement (a deletion from last paragraph in IX.6). Lastly, minor editorial corrections were included.*

Amended Nov 1, 2020, by a quorum of voting Faculty
> *This amendment includes a revision to Article III.2 specifying voting for Emeritus status.*

Amended Apr 7, 2021, by a quorum of voting Faculty
This amendment addresses feedback from administration in our efforts to update the bylaws over the past year. Substantive changes in this version are:
- *The addition of an orienting statement about the purpose/role of STE bylaws relative to other college and university documents*
- *A modified definition of "faculty" that explicitly includes of faculty with split lines whose tenure home is in STE*
- *Edited descriptions of the roles of the Director, Associate Director, and Coordinator of STE so that there is less detail about specific duties (in line with the "guiding" nature of the document) and more specificity about lines of reporting*
- *Addition of descriptions of the changes corresponding to each prior amendment of the bylaws*

Amended Aug 18, 2021, by a quorum of voting Faculty

This amendment includes a revision to Articles VI.1.b and VI.1.d to clarify the Dean's role in the STE Director's Term of Office and No Confidence Votes, as well as some minor editorial corrections.

School of Teacher Education
Annual Evaluation for Tenure Track and Tenured Faculty

According to the FSU Faculty Handbook with regard to Annual Evaluation, "[t]he basic purpose of the evaluation is to acknowledge performance; to communicate performance effectiveness; to aid in improving performance in assigned duties; and if necessary, to develop a performance plan to assist in correcting deficiencies for the employee not meeting performance expectations" (p. 74). Further, the "evaluation is based upon the assigned duties and will consider the nature of the assignments and quality of the performance…" (p. 74). Meritorious performance for the purposes of distribution of funds allocated for merit-based salary increases are defined as "performance that meets or exceeds the expectations for the position classification and department/unit" and "must establish distinctive levels of merit reflecting the differences in performance" (p. 38, Collective Bargaining Agreement: 2016-2019). Criteria and procedures must be consistent with the criteria for faculty evaluation. All faculty members will be reviewed for merit.

For Annual Evaluation the following materials will be provided to the Committee by each faculty member:

1. Vita (using FEAS) with annotated items for the review period;
2. AORs for the year being reviewed;
3. Brag Sheet – One (1) page (single spaced, 1"-margins, 12-point Times New Roman or Arial) for each area of assigned responsibilities (e.g., Teaching, Research, and/or Service);
4. SPCI report for courses taught during the review period (only those that meet the university criteria for teaching evaluation should be included); and
5. One item of evidence that relates to the brag sheet.

The approved rubric for the faculty category (i.e., Tenured/Tenure-Track, Specialized) will be used to provide the department chair/director a review of performance. The annual evaluation of faculty will be based on **peer review** by the elected members of the annual evaluation and merit committee. Evaluation materials will be independently reviewed and rated by three committee members using a five-point scale (does not meet expectations = 1, official concern = 2, meets FSU's high expectations = 3, exceeds FSU's high expectations = 4, significantly exceeds FSU's high expectations = 5. The mode of the scores will be recorded and reported. In cases where there is no mode the remaining committee members will review the materials. Typically, all discrepancies between scores will be discussed at the committee meeting. Committee members WILL NOT review his/her own materials.

The judgements of faculty performance in teaching, research, and service will be based on the criteria listed on pages 3-11.

The following procedures will be used to determine merit levels for the School of Teacher Education:

- **Step 1: Annual Evaluation and Merit Committee uses annual evaluation categorizations as a starting point for determining merit:** Categorizations of performance for Teaching, Scholarship, and Service from each faculty member's annual evaluation (based on the recommendation of the STE Annual Evaluation and Merit Committee) will be used as a *starting point* for this process. In particular, categorizations will be assigned initial numerical values as shown below.

Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Significantly Exceeds FSU's High Expectations
0	0	1	2	3

- **Step 2: Committee considers faculty input on categorizations of performance as described in the faculty member's report provided for annual evaluation and percent assigned based on the AORs for the year under consideration:**

  a. Any faculty member whose committee evaluation resulted in a "Does not meet FSU's High Expectations" or "Official Concern" is not eligible for merit.

  b. Weighting**:** Teaching, research, and service will be used to weight merit scores. The AOR weights assigned to each sum to 100%, and the weights must also sum to 100% for merit, but faculty can request that the AOR weights be distributed differently for merit rankings (e.g. if someone thinks they spent more time on service than their AOR acknowledged, they could request that their service score receive more weight for the purpose of merit). Requests for merit weights for teaching, research, and service must be (a) included in annual evaluation materials, (b) include a rationale, (c) sum to 100%, and (d) must individually be with $\pm 10\%$ of the weight given to that category on the faculty member's AOR.

  c. A composite score will be calculated for each person using the following formula:

     % AOR Teaching x evaluation score + % AOR Research x evaluation score + % AOR Service x evaluation score = composite score

     NOTE: Any redistribution of weight for a category will be used in calculating the composite score.

This composite score will be provided to the department chair for merit decisions.

Two separate lists of scores will be provided to the chair, one for specialized faculty and one for Tenure/Tenure-Track.

Teaching

Does Not Meet Expectations

A faculty member who <u>failed to fulfill teaching assignment on the AOR</u>.

A faculty member whose teaching is not acceptable. The faculty member is judged as having significant problems by his/her peers and is failing to meet the minimum teaching expectations. Some indications of unacceptable teaching from peer and student evaluations may include:

- the faculty member makes no effort to improve teaching;
- the faculty member does not seem prepared for classroom activities;
- does not seem current on the subject matter;
- shows little enthusiasm for the subject matter or classroom interaction;
- does not return graded examinations and assignments in a timely manner;
- does not manage the classroom well;
- is not available to students, etc.

This level of performance often leads to student complaints judged as significant by peers and the department chair/director and by teaching evaluations consistently below the department and college averages.

Official Concern

The activities listed below define the **minimum expectations** for teaching. A faculty member who earns an "official concern" rating may meet the minimum expectations for teaching, but his/her teaching still **needs improvement and observation**. This level of performance occasionally leads to student complaints judged as significant by peers and the department chair/director and by **teaching evaluations below the department and college averages.**

Failure to meet the following minimum expectations, as judged by department peers, will be used as evidence for a rating of "official concern":

- Having an appropriate syllabus (as defined by the department, college, and University), which is distributed at the first meeting of the class.
- Meeting with the class at the scheduled times, unless there are extenuating circumstances.
- Incorporating current STE and COE requirements into appropriate courses as defined by the College, department, or program.
- Adhering to college policies regarding student evaluations and obtaining satisfactory student evaluations in all courses taught, without consistent serious problems as judged by department peers.
- Being available in his/her office during posted office hours (as specified by University policy), unless there is an unavoidable conflict.
- Returning graded examinations and assignments with comments in a timely manner.
- Submitting course grades in a timely manner.

- Providing assigned advisees with academic advising that is judged as effective by department peers.

Meets FSU's High Expectations

A faculty member judged as "meeting FSU's high expectations" has fulfilled the teaching assignment as outlined on the AOR. In addition, a faculty member judged to be at this level performs satisfactorily based on student evaluations and peer review of the relevant teaching materials. Teaching evaluation scores are **typically near the department and college averages.** In addition to meeting the minimum expectations for teaching (as outlined above), the faculty member is **judged** (by peers) as **providing a positive learning environment** which is conducive to student learning.

Satisfactory performance at this level is typically demonstrated through activities such as:
- Showing evidence of continuous improvement of existing course content and delivery for all courses taught as judged by department peers.
- Being prepared for the classroom (addressing the topic/content area, demonstrating preparation through logical and informative lectures, class exercises/tasks, or other related pedagogical tools). Note: This could be measured by **peer review** or through **student evaluations**.
- Participation in a faculty development initiative focused on teaching improvement requiring low levels of time, effort, or formality (e.g., 1-hour workshop, having a colleague observe a class and provide informal feedback, etc.).
- Developing new courses or revising existing courses (e.g., submitting new course proposal to the COE curriculum committee).
- Sharing of teaching best practices from conferences or workshops with department or program colleagues.

Exceeds FSU's High Expectations

A faculty member judged as "exceeding FSU's high expectations" has fulfilled the teaching assignment as outlined on the AOR. In addition, a faculty member in this category is recognized by peers and students in **valid documented** evaluations as an **above average** teacher. Typically, this would be interpreted as teaching evaluations that are above the department and college averages.

In addition to meeting the minimum expectations for teaching, a significant level or number of activities such as those listed below can be used as evidence of exceeding FSU's high expectations for teaching.

- Having teaching evaluations judged by department peers as **above average**.
- Participating effectively in a teaching improvement effort involving classroom visitations with feedback.
- Participation in multiple faculty development initiatives focused on teaching improvement.

- Preparing a course that he/she is teaching for the first time.
- Effectively teaching extremely large sections.
- Participating effectively in an effort targeting the integration of disciplines.
- Demonstrating significant incorporation of active and applied learning in courses taught.
- Effectively supervising Thesis/Dissertation committees.
- Student placement or recruitment activity judged as significant by department peers.
- Effectively supervising Independent Study/Internship judged as significant by department peers.
- Having a larger than normal number of assigned course preparations per year.
- Receiving department or college teaching award/recognition.
- Being nominated for a university teaching award.
- Being readily available to students at times other than posted office hours for discussion and advising.
- Participating in peer review of teaching by colleagues or outside experts.

Significantly Exceeds FSU's High Expectations

A faculty member who is clearly excellent in the classroom compared with his or her colleagues. This person exhibits many of the following traits:
- attends seminars or colloquia for improvement;
- tries new pedagogical methods and technologies in the classroom;
- shares successful techniques with colleagues;
- receives teaching evaluations **consistently higher** than department and college averages.

A faculty member that receives a significantly exceeds rating typically includes regular peer review of teaching in his/her annual development activities.

In addition to meeting the minimum expectations for teaching, a significant number or level of activities such as those listed below can be used as evidence of teaching excellence:
- Teaching evaluations judged by department peers as excellent.
- Receiving a University teaching award or other teaching award judged as significant by department peers.
- Developing and successfully delivering a new, standalone course at the request of the department or college in support of the department or college mission judged as being significant by department peers and department chair/director.
- New contributions to interdisciplinary/interdepartmental curriculum integration judged as significant by department peers and chair/director.
- Attendance at seminars or colloquia for improvement of teaching.

- Participation in faculty development initiatives focused on teaching improvement judged as significant by department and college peers.
- Participating in peer review of teaching by colleagues or outside experts.
- Positive mentoring of undergraduate and graduate students as judged by department peer (e.g., co-authoring papers, co-presenting at professional meetings).
- Receiving a mentoring award from the University or other mentoring award judged as significant by department peers.

Research / Scholarship

For purposes of categorizing research contributions, each discipline will maintain a journal list organized into four levels as follows:

1. Elite Journals – the top 3-5 journals in the field, typically rated as "A" journals.
2. Top Journals – the next 10-15 journals that are considered to be high quality journals or journals that are the top journals of discipline sub-specialties ("best-in-class"). These are typically "B+" to "A-" journals.
3. High Quality Journals – the next 20+ journals that are solid journals in the field. These are typically "B"-level journals.
4. Acceptable Journals – the remaining journals in the field.

In all cases these are to be peer or editor-reviewed publication outlets. The journal lists should be reasonably consistent with peer institutions or colleges / programs with similar missions.

Activity Reporting Times

Unless noted otherwise, intellectual contributions should be counted as follows:
- Books, book chapters, instructional software, and monographs in the year of copyright, acceptance date, or publication date. The faculty member must clearly state which date is to be considered.
- Journal publications in the year of formal acceptance or publication date. The faculty member must clearly state which date is to be considered.
- Papers presented in the year the meeting is held.

The minimum expectations for research include:
- Submission of manuscript to peer-reviewed or editorial board reviewed journal.
- Submission of manuscript or instructional software to publisher.
- Submission of paper (proposal) to peer-reviewed academic or professional meeting.
- Documented progress on or completion of a manuscript/working paper.
- Attendance at a research development workshop, seminar, or conference. The faculty member should describe the impact of the development activity in the narrative.
- Submission of an external grant proposal.

- Invited published paper.

The criteria listed above will be considered evidence that the faculty member is meeting expectations in the area of research. However, there should also be evidence that the faculty member is **building a record of scholarship** that includes publishing work in refereed outlets as described above.

Does Not Meet Expectations

A faculty member failed to fulfill research assignment as outlined on the AOR.
- No evidence of research activity.
- Did not fulfill AOR research assignment.

Official Concern

A faculty member who exhibited a pattern of effort that fails to build upon a record of scholarship.

A faculty member who does not meet **at least one** of the following criteria will be rated as having an official concern:
- Submission of manuscript to peer-reviewed or editorial board reviewed journal.
- Submission of manuscript or instructional software to publisher.
- Submission of paper (proposal) to peer-reviewed academic or professional meeting.
- Documented progress on or completion of a manuscript/working paper.
- Attendance at a research development workshop, seminar, or conference. The faculty member should describe the impact of the development activity in the narrative.
- Submission of an external grant proposal.
- Invited published paper.

Meets FSU's High Expectations

A faculty member who fulfilled the research assignment as outlined on the AOR and is on a trajectory that meets criteria as defined in the STE and university P & T guidelines during the evaluation period.

Achievement of **at least one** of the following (or equivalent accomplishment):
- Submission of scholarly work (e. g., journal manuscripts, book chapter) that builds on faculty member's record of scholarship and judged as significant by peers and department chair/director.
- Submission of external research grant proposal judged as being significant by peers and department chair/director.
- Presentation of peer-reviewed paper, workshop, symposia, poster-session, etc., at an acceptable academic or professional conference or meeting.

- Published/presented invited paper(s) judged by peers as requiring significant effort or having a significant impact based on quality or publication outlet.
- Publication of a paper in peer-reviewed meeting proceedings or book.
- Publication of chapter in scholarly book, professional book, or textbook.
- Publication of book review in peer-reviewed journal.
- Publication of editorials or research comments in professional or academic publication.

Exceeds FSU's High Expectations

Evaluation at this level is earned by achievement of one of the following (or equivalent accomplishment):
- Publication of a <u>High-Quality</u> (level 3) Journal article.
- Publication of two <u>Acceptable</u> (level 4) Journal articles.
- Publication of a new edition of a scholarly book, professional book or textbook judged as significant by department peers and chair/director.
- Publication of instructional software judged as significant by the faculty's peers and department chair/director.
- Funding of external research grant judged as significant by department peers and chair/director.
- Publication of a book chapter in an edited volume judged as significant by department peers and department chair/director.

Significantly Exceeds FSU's High Expectations

Evaluation at this level is earned by achievement of one of the following (or equivalent accomplishment):
:
- Publication of an Elite Journal (level 1) article.
- Publication of one Top Journal article (level 2)
- Publication of a new scholarly book, professional book, or textbook judged as significant by department peers and chair/director.
- Publication of book chapter in edited volume judged as **highly significant** by department peers and chair/director.
- Funding of external research grant judged as **highly significant** by department peers and chair/director.
- Invited or keynote presentation at a national or international event.
- Received an award recognizing scholarly contributions.

Service

Does Not Meet Expectations

There is **no evidence** of professional activity at this level. The faculty member does not meet many of the Official Concern expectations for Service.

Official Concern

Fulfilled service assignment on the AOR but was non-participatory and/or consistently failed to meet deadlines.

Failed to meet minimum expectations.

The minimum expectations for service include the following activities:
- Serving on a college committee, demonstrating regular attendance and contributing to the work and activities of the committee.
- Effective service on department committees as rated by the chair of that committee.
- Regular attendance at department and college meetings.
- Being a member in a professional organization.

Meets FSU's High Expectations

In addition to meeting the minimum expectations for service, a significant level or number of professional or service activities can be used as evidence of satisfactory performance such as the following:

Professional Activity
- Attendance at one professional meeting.
- Participation in a professional development activity. Professional activities are those activities which contribute to the teaching and/or research capabilities of the faculty member.

Service
- Community service judged as significant by department peers and department chair/director.
- Effectively serving on one or more active (i.e., the group met at least once during the year or that the position required considerable effort) University and/or college committees judged as being significant by department peers and chairs/departments.
- Serving as a session chair or serving in a voluntary capacity at a significant national or regional conference.

Exceeds FSU's High Expectations

In addition to meeting the minimum expectations for service, a significant level or number of activities such as those listed below can be used as evidence of above average performance. A faculty member earning this rating for service will meet the minimum expectations for service and typically be engaged in some service activities such as:

Professional Activity
- Organizing a conference workshop, session, or panel judged as significant by department peers and chairs/directors.
- Book and manuscript reviewing judged as significant by department peers.
- Attendance at multiple professional conferences.
- Holding an office or serving as a member on an active committee or board of a professional organization (i.e., the group met at least once during the year or that the position required some work).
- Serving as a discussant in a significant national or regional conference judged as significant by department peers and chair/director.
- Serving on the editorial board of a journal.
- Effectively mentoring a faculty member.

Service Activity
- Effectively chairing an active department committee or task force that is judged as significant by department peers.
- Effectively leading a special department project judged as significant by the department chair/director.
- Effectively serving as advisor to an active club or student organization.
- Recruiting activity judged as significant by department peers.
- Community outreach efforts judged as significant by department peers.
- Participation on a department or University committee that required a significant amount of time and effort.
- Engaging in an above average number of service activities (not listed on AOR).

Significantly Exceeds FSU's High Expectations

A significant level and number of professional or service activities listed below can be used as evidence of excellent performance. A faculty member earning a significantly exceeds rating in service will meet the minimum expectations for service and typically be engaged in some "meets" and "exceeds" service activities. A faculty member earning a "significantly exceeds" rating for service must also be engaged in some internal service activities for the department or college.

Professional Activity
- Effectively serve as the editor or assistant editor of a peer-reviewed journal.
- Organizing and successfully delivering a professional development program (or similar activity).
- Reviewing grants for a federal agency.
- Effectively serving as an officer in or chairing a significant state or national or international committee as judged by department peers.
- Organizing and successfully presenting a conference workshop, session, or panel judged as outstanding by department peers.
- Providing promotion and/or tenure review for another institution.

Service

- Effectively chairing a college committee.
- Effectively serving as advisor to a significantly active club or student organization, where a significant time commitment is required (e.g., working with a student group on a major project as determined by the members of the student group).
- Serving effectively as a program leader without release time.
- Effectively chairing an active University committee or task force.
- Engaging in a significant number of unreported service activities judged a significant by department peers.

School of Teacher Education

Annual Evaluation for Specialized Faculty

According to the FSU Faculty Handbook with regard to Annual Evaluation, "[t]he basic purpose of the evaluation is to acknowledge performance; to communicate performance effectiveness; to aid in improving performance in assigned duties; and if necessary, to develop a performance plan to assist in correcting deficiencies for the employee not meeting performance expectations" (p. 74). Further, the "evaluation is based upon the assigned duties and will consider the nature of the assignments and quality of the performance…" (p. 74). Meritorious performance for the purposes of distribution of funds allocated for merit-based salary increases are defined as "performance that meets or exceeds the expectations for the position classification and department/unit" and "must establish distinctive levels of merit reflecting the differences in performance" (p. 38, Collective Bargaining Agreement: 2016–2019). Criteria and procedures must be consistent with the criteria for faculty evaluation. All faculty members will be reviewed for merit.

For Annual Evaluation the following materials will be provided to the Committee by each faculty member:

1. Vita (using FEAS) with annotated items for the review period;

2. AORs for the year being reviewed;

3. Brag Sheet – One (1) page (single spaced, 1"-margins, 12-point Times New Roman or Arial) for each area of assigned responsibilities (e.g., Teaching, Research, and/or Service);

4. SPCI report for courses taught during the review period (only those that meet the university criteria for teaching evaluation should be included); and

5. One item of evidence that relates to the brag sheet.

The approved rubric for the faculty category (i.e., Tenured/Tenure-Track, Specialized) will be used to provide the department chair/director a review of performance. The annual evaluation of faculty will be based on **peer review** by the elected members of the annual evaluation and merit committee. Evaluation materials will be independently reviewed and rated by two committee members using a five-point scale (does not meet expectations = 1, official concern = 2, meets FSU's high expectations = 3, exceeds FSU's high expectations = 4, significantly exceeds FSU's high expectations = 5. The mode of the scores will be recorded and reported. In cases where there is no mode the remaining committee members will review the materials. Typically, all discrepancies between scores will be discussed at the committee meeting. Committee members WILL NOT review his/her own materials.

The judgements of faculty performance in teaching, research, and service will be based on the criteria listed in the rubric.

The following procedures will be used to determine merit levels for the School of Teacher Education:

- **Step 1: Annual Evaluation and Merit Committee uses annual evaluation categorizations as a starting point for determining merit:** Categorizations of performance for Teaching, Scholarship, and Service from each faculty member's annual evaluation (based on the recommendation of the STE Annual Evaluation and Merit Committee) will be used as a *starting point* for this process. In particular, categorizations will be assigned initial numerical values as shown below.

Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Significantly Exceeds FSU's High Expectations
0	0	1	2	3

- **Step 2: Committee considers faculty input on categorizations of performance as described in the faculty member's report provided for annual evaluation and percent assigned based on the AORs for the year under consideration:**

  a. Any faculty member whose committee evaluation resulted in a "Does not meet FSU's High Expectations" or "Official Concern" is not eligible for merit.

  b. Weighting**:** Teaching, research, and service will be used to weight merit scores. The AOR weights assigned to each sum to 100%, and the weights must also sum to 100% for merit, but faculty can request that the AOR weights be distributed differently for merit rankings (e.g., if someone thinks they spent more time on service than their AOR acknowledged, they could request that their service score receive more weight for the purpose of merit). Requests for merit weights for teaching, research, and service must be (a) included in annual evaluation materials, (b) include a rationale, (c) sum to 100%, and (d) must individually be with $\pm 10\%$ of the weight given to that category on the faculty member's AOR.

  c. A composite score will be calculated for each person using the following formula:

  % AOR Teaching $\times$ evaluation score + % AOR Research $\times$ evaluation score + % AOR Service $\times$ evaluation score = composite score

  NOTE: Any redistribution of weight for a category will be used in calculating the composite score.

  This composite score will be provided to the department chair for merit decisions.

  Two separate lists of scores will be provided to the chair, one for specialized faculty and one for Tenure/Tenure-Track.

TEACHING Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Significantly Exceeds FSU's High Expectations
Failed to fulfill teaching assignment on AOR. **OR** Fulfilled teaching assignment on AOR **AND** Shows a pattern of chronically low achievement as evidenced by consistently being rated poorly **OR** Failed to respond to official concerns as identified in	**Fulfilled teaching assignment on AOR.** **AND** More than 50% rating of (1) and/or (2) on teaching evaluations in one or more courses (with *number of respondents >* 10) in the evaluation period (Unless there are extenuating circumstances as documented in their annual evaluation materials.)	**Fulfilled teaching assignments on AOR.** **AND** 1. More than 50% 3s, 4s, or 5s for overall instructor rating (item 13 on SPCI) for **each course** and **each semester** a teaching evaluation is completed for courses meeting guidelines for evaluations OR 2. Satisfactory performance at this level is typically demonstrated through activities such as: • Being prepared for the classroom (addressing the topic/content area, demonstrating preparation through logical and informative lectures, class exercises/tasks, or other	**Fulfilled teaching assignment on AOR.** **AND** 1. More than 70% 3s, 4s, or 5s for overall instructor rating (item 13 on SPCI) for **each course** and **each semester** a teaching evaluation is completed for courses meeting guidelines for evaluations OR 2. Satisfactory performance at this level is typically demonstrated through activities such as: • Being prepared for the classroom (addressing the topic/content area, demonstrating preparation through logical and informative lectures, class exercises/tasks, or other related pedagogical tools). • Participation in a faculty development initiative focused on teaching improvement requiring low levels of time, effort, or formality (e.g., 1-hour	**Fulfilled teaching assignment on AOR.** **AND** 1. More than 70% 4s or 5s for overall instructor rating (item 13 on SPCI) for **each course** and **each semester** a teaching evaluation is completed for courses meeting guidelines for evaluations OR 2. Satisfactory performance at this level is typically demonstrated through activities such as: • Being prepared for the classroom (addressing the topic/content area, demonstrating preparation through logical and informative lectures, class exercises/tasks, or other related pedagogical tools). • Participation in a faculty development initiative focused on teaching

previous evaluations	related pedagogical tools). • Participation in a faculty development initiative focused on teaching improvement requiring low levels of time, effort, or formality (e.g., 1-hour workshop, having a colleague observe a class and provide informal feedback, etc.). • Revising course curriculum. • Sharing of teaching best practices from conferences or workshops with department or program colleagues.	workshop, having a colleague observe a class and provide informal feedback, etc.). • Revising course curriculum. • Sharing of teaching best practices from conferences or workshops with department or program colleagues. **In addition to at least 1** of the following: T1. Mentored UG and/or Grad student(s) as evidenced by supporting documentation (e.g., conferences, presentations, publication, etc.) T2. Developed a new course, approved by department & college curriculum committees T3. Served as committee member and/or university representative on thesis or dissertation committees T4. Nominated for a teaching, mentoring, and/or advising award T5. Mentored a Graduate Teaching Assistant (e.g., meet regularly, planning, evaluating) T6. Had one or more new course preparations, or made substantial revisions to an existing course T7. Delivered professional development related to teaching (e.g., webinars, workshops, conference presentation)	improvement requiring low levels of time, effort, or formality (e.g., 1-hour workshop, having a colleague observe a class and provide informal feedback, etc.). • Revising course curriculum. • Sharing of teaching best practices from conferences or workshops with department or program colleagues. **In addition to at least 2** from the list in the "Exceeds FSU's High Expectations" column **OR** T16. Received an award related to teaching, mentoring, advising, or other relevant professional work (e.g., award for practitioner publication) T17. Received an internal or external grant

Approved: 12/14/21, STE Faculty

			T8. Attended a professional development activity for teaching that was at least 3 hours <u>and</u> provided evidence of incorporating the PD into teaching/position	
			T9. Received ratings of 70% [Satisfactory and above] on item 4 on the SPCI (critical thinking) across all courses	
			T10. Received ratings of 70% [Satisfactory and above] for item 9 on the SPCI (meaningful feedback) across all courses	
			T11. Participated in multiple faculty development initiatives focused on teaching improvements (e.g., JEDI, University book club)	
			T12. Was readily and frequently available at times <u>other</u> than posted office hours for discussion and/or advising	
			T13. Conducted a peer review of colleague and provided feedback	
			T14. Coordinated and/or directed field placements for a program course (e.g., RED 4941, EDE 4907)	
			T15. Submitted an internal or external grant proposal	

RESEARCH/ SCHOLARSHIP NOTE: The definition of scholarship as written in the STE P & T guidelines was used as a guide.				
Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Significantly Exceeds FSU's High Expectations
Failed to fulfill research assignment on AOR.	Fulfilled research assignment on AOR. AND Exhibited a pattern of effort that fails to build upon a record of scholarship.	Fulfilled research assignment on AOR and is on a trajectory that meets criteria as defined in the STE and university P&T guidelines during the evaluation period.	Fulfilled research assignment on AOR. AND At least 1 of the following: R1. Published scholarly work (with an FSU byline) R2. Published as single author in a refereed venue R3. Published work with a graduate student in a refereed venue R4. Presented a referred paper at a national or international conference R5. Presented at a state, regional, national, and/or international conference R6. Sponsored a scholar <u>and</u> produced a product R7. Received an internal or external award for research excellence	Fulfilled research assignment on AOR. 2 or more from the list in the "Exceeds FSU's High Expectations" column

Approved: 12/14/21, STE Faculty

			R8. Delivered a keynote/plenary (not invited speaker) speech, talk, or presentation (include letter of invitation from conference chairs or program listing) R9. Submitted an internal or external grant proposal	

SERVICE Does not Meet FSU's High Expectations	Official Concern	Meets FSU's High Expectations	Exceeds FSU's High Expectations	Significantly Exceeds FSU's High Expectations
Failed to fulfill service assignment on AOR.	**Fulfilled service assignment on AOR.** **AND** Was consistently non-participatory **OR** Chronically failed to meet deadlines	**Fulfilled service assignment on AOR and participates in program and departmental meetings.**	**Fulfilled service assignment on AOR.** **AND** **At least 2** or more of the following: S1. Served on Department, College, or University Committee (including ad hoc) that meets at least twice per semester S2. Served on a professional organization board or committee S3. Served on a Faculty Senate approved committee S4. Reviewed conference proposals (more than 1) and/or reviewed manuscripts for journal (more than 1) S5. Participated in an internal/external program review (e.g., QER, GPC, UPC, SACS) S6. Provided services (not paid for by an external source) for accreditation processes for organizations such as FLDOE, or Specialized Professional Associations (SPAs)	**Fulfilled service assignment on AOR.** **At least 1** of the following: S14. Chaired or co-chaired a Department, College, or University committee, that meets on a regular basis S15. Chaired or co-chaired a professional organization committee that meets at least twice a year S16. Chaired or co-chaired a professional organization conference S17. Held a leadership role (e.g., President, President-elect, Vice President, Secretary, Treasurer, Executive Board) for a professional organization that meets at least twice a year, or for which ongoing (e.g., monthly, quarterly) duties are maintained S18. Served on editorial board for refereed journal (include journal name and list of board members)

			S7. Sponsored education related university recognized student organization (RSO) S8. Nominated and/or received a service or community award S9. Provided promotion letters (one or more) for FSU or other institutions S10. Served as an official mentor for a faculty member S11. Served on a community project or committee S12. Participated in a minimum of two recruitment events/ activities S13. Provided an exceptional contribution in a service area as documented by evidence	S19. Organized an educational, recruitment, or community event **AND** **At least 2** from the list in the "Exceeds FSU's High Expectations" column